

LATIN NOTES

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No. 5

COMPREHENSION QUESTIONS

Contributed by MARGARET Y. HENRY, Franklin Lane High School, Brooklyn, New York

Term III (First Half, Second Year)

BELLING THE CAT

Quidam mures olim concilium habebant, nam felem maxime timebant. Consilia quae proposita sunt omnibus non placebant. Tandem unus ex muribus ita dixit: "Tintinnabulum caudae felis adnectere debemus. Sic enim sonitu eius monebimur et fugere poterimus. Quis vestrum hoc facere vult?" Sed nulli ex sociis persuadere potuit ut tintinnabulum feli adnecteret, et ipse noluit. Ea fabula docet plurimos in suadendo esse fortes, sed in ipso periculo timidos.

Notes: *mus*, *muris*: a mouse *sonitus*: sound
felis: a cat *tintinnabulum*: a bell
cauda: a tail *suadendo*: in offering advice

QUESTIONS

1. Why did the mice hold a meeting?
2. What did one of them suggest doing?
3. Why? (Give two answers.)
4. Who was willing to carry out the suggestion?
5. What does the story teach?

Term IV (Second Half, Second Year)

His rebus gestis, cum omnibus de causis Caesar pacatam esse Galliam existimaret, atque ita inita hieme in Illyricum profectus esset, quod eas quoque nationes adire et regiones cognoscere volebat, subitum bellum in Gallia coortum est. Eius belli haec fuit causa. P. Crassus, adulescens cum legione septima proximus mare Oceanum in Andibus hiemabat. Is, quod in his locis inopia frumenti erat, praefectos tribunosque militum complures in finitimas civitates frumenti causa dimisit.

CAESAR, B. G. III, 7

Notes: *inita hieme*: at the beginning of winter.
proximus: near, by.

QUESTIONS

1. In what state did Caesar think that Gaul was?
2. Where did he go, and for what two reasons?
3. What happened in Gaul as he was on his way?
4. At what time of year was Crassus among the Andes?
5. Why did he send his officers out to the neighboring states?

Term V (First Half of Third Year)

CICERO OUTLINES A PLAN FOR DEALING WITH CATILINE

Quae cum ita sint, Quirites, vos, quem ad modum iam antea dixi, vestra tecta vigiliis custodiisque defendite; ut satis sit praesidi urbi sine vestro motu ac

sine ullo tumultu a me consultum atque provisum est. Coloni omnes municipales vestri certiores a me facti de hac nocturna excursionem Catilinae facile urbes suas finesque defendent; gladiatores, quam sibi Catilina manum certissimam fore putavit, (quamquam animo meliore in rem publicam sunt quam pars patriciorum), potestate tamen nostra continebuntur. Q. Metellus, quem ego hoc prospiciens in agrum Gallicum Picenumque praemisi, aut opprimet hominem aut eius omnes motus conatusque prohibebit. Reliquis autem de rebus constituendis, maturandis, agendis iam ad senatum referemus, quem vocari videtis.

IN CATILINAM II, 12

Note: *municipes vestri*: citizens of your municipal towns.

QUESTIONS

1. Is this a new warning? What words tell you?
2. What measures does Cicero tell his hearers to take?
3. What action has Cicero taken under these circumstances?
4. Whom had Cicero told of Catiline's purpose?
5. Being thus informed, what will these people do?
6. What reliance did Catiline place on the gladiators?
7. How does Cicero contrast the gladiators with some of the patricians?
8. Were Catiline's hopes of the gladiators to be realized? Explain your answer.
9. What action had Cicero taken in the case of Metellus? Why?
10. What results does Cicero expect Metellus to accomplish?
11. What does Cicero declare his intention to be in regard to other matters?
12. Is the senate in session at the time that Cicero speaks these words? Explain your answer.

Term VIII (Second Term of Fourth Year)

At Venus aetherios inter dea candida nimbos dona ferens aderat natumque in valle reducta ut procul et gelido secretum flumine vidit, talibus adfata est dictis seque obtulit ultro: "En perfecta mei promissa coniugis arte munera, ne mox aut Laurentis, nate, superbos aut acrem dubites in proelia poscere Turnum." Dixit et amplexus nati Cytherea petivit; arma sub adversa posuit radiantia quercu. Ille, deae donis et tanto laetus honore, expleri nequit atque oculos per singula volvit miraturque interque manus et brachia versat terribilem cristis galeam flammisque vomentem fatiferumque ensem, lorica ex aere rigentem, sanguineam, ingentem, qualis cum caerulea nubes

solis inardescit radiis longaeque refulget,
tum levis ocreas electro auroque recocto
hastamque et clipei non enarrabile textum.

AENEID VIII, 608-625

Notes: *Laurentis*: the Laurentians, an Italian tribe
quercu: oak tree
ocreas: leggings or greaves
electro: amber
recocto: forged

QUESTIONS

1. Mention three details of the portrait of Venus given in the first two lines.
2. Where did she find Aeneas?
3. Where had she obtained the *munera*?
4. Why did she bring them?
5. How did she next show her motherly affection?
6. Where were the gifts placed meanwhile?
7. Through which of his senses does Aeneas become acquainted with his mother's gifts?
8. Name in English each of the gifts.
9. By what comparison does Vergil describe the *lorica*?

OUTLINE FOR DISCUSSION IN A COURSE FOR LATIN TEACHERS

CLAIRE THURSBY, *University of California, Berkeley.*

I. Objectives of Education

1. General objectives of education
2. Objectives of the study of Latin
3. Relation of aims in teaching of Latin to general aims of education

II. Organization of Subject Matter

1. Organization of large units
2. Discussion of division of subject matter for each semester
3. Daily plans
4. Types of lessons

III. Teaching Technique

1. Basis of interest in Latin
2. Laws of learning as applied to Latin
3. Method of questioning
4. Supervised study period—teaching pupils to study

IV. Class Control

V. Characteristics that Make an Effective Teacher

VI. Tests

1. General survey of Latin tests and detailed examination of some specific tests
2. Construction and scoring of objective Latin tests

VII. Individual Differences

VIII. Problems of the First Three Semesters (Junior and Senior High Schools)

1. Objectives of the first three semesters
2. Technique of the first day
3. Presentation of forms, syntax and vocabulary
4. Method of translation
5. Sight reading
6. Translation of English to Latin
7. Treatment of reviews
8. Laboratory method, contract plan, etc.
9. Derivative work
10. Direct method
11. Projects and reports
12. Estimating results of the first three semesters
13. Readers for the elementary work
14. Bibliography
15. Detailed examination of elementary Latin text books

IX. Fourth Semester Latin, Caesar, etc.

1. Objectives of the fourth semester
2. Technique of the first day
3. Lesson procedure
4. Getting essentials covered
5. Life of Caesar
6. Ways to vary the Caesar work
7. Other authors besides Caesar
8. Composition
9. Projects and reports
10. Examination of textbooks
11. Estimating results of the fourth semester
12. Bibliography

X. Third Year Latin

1. Content
2. Lesson procedure
3. Life and characteristics of Cicero
4. Notes on particular orations
5. Politics of Cicero's time
6. Other authors to be read
7. Composition
8. Projects and reports
9. Texts
10. Estimating results of the third year
11. Bibliography

XI. Fourth Year Latin

1. Content: Vergil and other writers
2. Outline for study of the Aeneid
3. Motives of the poem
4. Scansion
5. Treatment of mythology
6. Editions of Vergil's Aeneid
7. The Vergilian celebration
8. Estimating results of the fourth year
9. Bibliography

XII. Miscellaneous Topics

1. Latin club
2. Games
3. Songs
4. Plays
5. Topics for teaching Roman life
6. Projects
7. Banquets
8. Centers of professional help

XIII. Integration of Latin with Subjects in High School

XIV. Books, Pictures, and Other Equipment for the Teacher of Secondary Latin

XV. Classical Magazines

XVI. Requirements

1. Some assigned reading
2. Notes taken in section meetings are to be handed in at the end of the semester. (These will be returned to the student teacher.)
3. Collection of material relating to Latin
4. Written analysis of procedure in class taught

AN ANCIENT ATTEMPT AT A KELLOGG PACT?

Caesar's Efforts to "Talk Peace"

During the first months of the Civil War between Pompey and Caesar in the East, when both sides had suffered losses and neither of the leaders could regard himself as victor, Caesar suggested to Pompey the desirability of coming to some agreement and by concessions on both sides putting an end to further bloodshed. But Pompey refused, fearing that it would be thought at Rome that he had been defeated by his rival.

Hunc pro suis beneficiis Caesar idoneum iudicaverat, quem cum mandatis ad Cn. Pompeium mitteret, eundemque apud Cn. Pompeium auctoritatem habere intellegebat. Erat autem haec summa¹ mandatorum: debere utrumque pertinaciae finem facere et ab armis discedere neque amplius fortunam periclitari.² Satis

esse magna utrimque³ incommoda accepta, quae pro disciplina et praeceptis habere⁴ possent, ut reliquos casus timerent: illum⁵ Italia expulsum amissa Sicilia et Sardinia duabusque Hispaniis et cohortibus (in) Italia atque Hispania civium Romanorum c atque xxx; se⁶ morte Curionis et detrimento Africani exercitus et Antoni militumque⁷ deditione ad Curictam. Proinde sibi ac reipublicae parcerent, (cum) quantum in bello fortuna posset, iam ipsi incommodis suis satis essent documento.⁸ Hoc unum esse tempus de pace agendi, dum sibi uterque confideret et pares ambo viderentur; si vero alteri paulum modo tribuisset⁹ fortuna, non esse usurum condicionibus pacis eum, qui superior videretur, neque fore aequa parte contentum, qui se omnia habiturum confideret. Condiciones pacis quoniam antea convenire¹⁰ non potuissent, Romae ab senatu et a populo peti debere. Interesse id rei publicae et ipsis placere oportere, si uterque in contione¹¹ statim iuravisset se triduo proximo exercitum dimissurum. Depositis armis auxiliisque, quibus nunc confiderent, necessario populi senatusque iudicio fore utrumque contentum. Haec quo facilius Pompeio probari possent, omnes suas terrestres urbiumque copias dimissurum * * * * *.¹² "Quid mihi," inquit, "aut vita aut civitate opus est, quam beneficio Caesaris habere videbor? Cuius rei opinio tolli¹³ non poterit, cum in Italiam, ex qua profectus sum * * * * * reductus existimabor bello perfecto." Ab iis Caesar haec facta cognovit, qui sermoni¹⁴ interfuerunt. Conatus tamen nihilominus est aliis rationibus per colloquia¹⁵ de pace agere.

CAESAR, *Bel. Civ. III, 10, l. 10 ff.; 18, l. 13 ff.*

¹summa, the main purport

²periclitari, tempt

³utrimque, on both sides

⁴habere, serve

⁵illum: refers to Pompeius

⁶se: supply had suffered

⁷militum: refers to the troops of Antonius

⁸documento, example

⁹tribuisset, should show (partiality)

¹⁰convenire, agree (on them)

¹¹contione, public assembly

¹²sentence incomplete

¹³tollit, removed (pass. inf.)

¹⁴sermoni, conversation (dat.)

¹⁵colloquia, conferences

VERGIL'S GARDEN POEMS

Contributed by GEORGE MEASON WHICHER

Among the minor poems long ascribed to Vergil are three that bear the title of *Priapea*, a name widely used to denote a type of verse written ostensibly in honor of the garden-god Priapus. A wooden image of this deity, more or less skilfully made, was customarily placed in a garden or a field to warn off thieves, to protect the crops, and to secure a blessing on the household. A small shrine was sometimes erected, where offerings might be made; but both Priapus and his shelter were often much neglected; the wooden image might be used for fuel, or broken to supply a cudgel in emergencies, the shrine being left to ruin and decay. It had been a custom to put an inscription near the image, sometimes in metrical form, and poets began later to write verses which on the surface were intended for that purpose, but which must be considered generally mere exercises of fancy. There exist collections of such pieces, bearing a strong resemblance to each other in sentiment and diction, not seldom too broad in phraseology for polite readers. Those who know Vergil only as the inspired poet of the Aeneid may be interested to see these slighter specimens of his poetical skill. Their authenticity has long been questioned; but there seems to be a growing tendency among scholars to regard them

as genuine products of his earlier years, perhaps about the time that the Eclogues were written. At any rate they are pretty enough to be read for their own sake. Those who are familiar with Professor H. R. Fairclough's edition of Vergil in the Loeb Library will recognize that I have often "leaned," as the phrase is, on his fine prose version.

Priapus Speaks

I

Roses crown me in springtime; apples in autumn; in summer

Wheat in the ear. Alone winter to me is a plague,—
Cold is my only dread; for I fear lest to ignorant farmers
I, here a wooden god, seem merely food for the fire.

II

Behold me, Passer-by, a withered poplar brand,
I who was shaped a god by some skilled rustic hand.
'Tis I who watch this tiny little field, you see
Before you on the left; and here, in front of me,
The modest cottage and the scanty garden-farm
I keep from thieves and guard from every harm.

To me is given a garland painted by the spring;
To me the rust-red wheat that scorching summers bring;
To me the luscious grapes that lusty vine stocks hold;
To me is given the olive chilled by winter's cold.

Mine are the pastures whence the dainty she-goat bears
Her udders swelled with milk, when city-ward she fares.
Mine is the fatted lamb that leaves the sheltering fold
Homeward to send the owner's hand weighed down with gold.

And while her mother lows, the tender calf outpours
Her life blood to the gods before the temple doors.

Then, Passer-by, regard my deity with fear,
And hold your hands aloft, for that will profit here.
For lo! to punish theft fit instrument is nigh,
"By Gad! I'd like—," you say? By Gad! behold and fly!
The steward comes! With brawny hands he breaks my
wood,
And with the cudgel thwacks you as the steward should.

III

O youths, this farm, this cottage by the marish edge,
With willow withies thatched and scanty wisps of sedge,
I cherish,—I, dry oak hewn by some rustic ax;
And year by happy year, behold! its fortunes wax.
For both this poor hut's masters, sire and stripling son,
Call me a god, and reverence due to me is done.
One with unflagging carefulness attends my needs
And frees my little shrine from bramble-bush and weeds.
The other's generous hands a modest offering bring:

Gay garlands crown my head when comes the flowery
spring;
The firstling wheat-ear that the pliant stalks produce;
The yellow violet; the poppy's milky juice;
Sweet-smelling apples and pale melons here are laid
With grapes red-ripe, grown mid the clustering vine-
leaves' shade.

For all these gifts Priapus makes requital due,
Watching the little garden-plot, the vineyard too.
Wherefore go hence, my lads! no thieving from this
yard!
Our neighbor close at hand is rich, and has no guard;
For his Priapus is a careless god and slack.
Take thence whate'er ye will. . . . Just follow up this
track.

Rome, Italy, December, 1929

THE VERGILIAN CELEBRATION IN EUROPE

A letter from PROFESSOR H. R. FAIRCLOUGH to the general chairman, MISS ANNA P. MACVAY contains the following statements taken from a bulletin prepared by the National Italian Commission for Intellectual Cooperation.

Mantua: The celebration will culminate on October 15, 1930. A volume of Vergilian studies is to be published; a special edition of the works of Vergil will appear; and a convention of Vergilian scholars is to be held on that date. This is the program of the Vergilian Academy, but, in addition, the Italian Forestry Association, presided over by Arnaldo Mussolini, is to inaugurate a Vergilian park, with plants beloved by Vergil.

Naples: Restoration of the tomb of Vergil and of the Sibyl's cave at Cumae will be completed by October 15, 1930.

Florence: Photographic reproductions of the *Codex Mediceus*. The Society *Atene e Roma* will publish a volume of papers on Vergil (this was announced in 1924).

Turin: The review *Studi Medioevali* will dedicate a volume to Vergil.

Milan: The Royal Istituto Lombardo has offered two prizes for works on Vergil, one scientific and one popular. The works must be submitted by February 28, 1930. The same Institute and the Ambrosian Library have undertaken the photographic reproduction of Petrarch's Vergil. There will be a series of conferences in the early months of 1930, in which a number of Italian scholars take part.

Perugia: A course of readings for foreigners at the University.

Rome: The Italian Academy was ordered by the Head of the Government to undertake the celebration. In this connection note:

1. The excavations and restorations in the Imperial Fora in honor of Vergil.
2. The critical edition of Vergil by Sabbadini and one of the Scholia by Funaioli, under the auspices of the National Academy dei Lincei.
3. The effort of the International Association for Mediterranean Studies to bring about meetings between the groups of foreign pilgrims, so that there may be an international manifestation.
4. The publication by the Institute of Roman Studies of the papers read in the Vergilian conferences of 1929 (15 are enumerated).
5. The reading of the whole *Aeneid* at the same Institute under twelve professors from various Italian universities. (Beginning Jan. 18, 1930.)

Then follows a brief account of what is to be done in Germany, Spain, Great Britain, Poland, Sweden, Czechoslovakia, City of the Vatican, Yugoslavia, and a longer account of the activities of the American Classical League, with a list of its various committees.

VERGILIAN WRITERS

Pupils in secondary schools and college students whose efforts to celebrate Vergil appear in the Service Bureau SCRAPBOOK

ELIZABETH ALDEN, Biloxi, Mississippi

EULA D. WILLIFORD, Brinkley, Arkansas

VIRGINIA JOSEPH, CLARA FONTANE, Aliquippa, Pennsylvania

JOSEPH COHN, Manual Training, High School, Brooklyn, N. Y.

ELIZABETH MORRIS, Scoville School, New York City

VIRGINIA FAULKNER, Lincoln High School, Lincoln, Nebraska

PATTY HYNES, University High School, Minneapolis, Minn.

ROSAMOND OESBING, High School, New Bedford, Mass.

ERNA BRAMBORA, Franklin K. Lane High School, Brooklyn, N. Y.

SUSIE BERRY, RUTH MASSENGILL, East Tennessee State Teachers College, Johnson City, Tenn.

ANNOUNCEMENT

Latin Plays Wanted

The response to the call for plays in English for the Vergil Celebration has been most gratifying. May we not have more good plays written in Latin?

Committee on Plays and Pageants,

LILLIAN B. LAWLER, Chairman,
Hunter College, New York City

BOOKS

Teachers of Latin will be greatly interested in a small book entitled "Ancient History in High Schools," by DR. NORMAN DE WITT of Victoria College, Toronto. It is published by the Macmillan Company of Canada. The high points are brought out in a clear and interesting way and the text is illustrated by many pictures.

A correction: Mr. Wedeck's new book, "Humour in Varro and Other Essays," will be imported by A. Bruderhausen, 47 W. 47th St., New York City, rather than by Brentano's as stated in Latin Notes. Price \$1.80 postpaid.

MATERIAL FOR DISTRIBUTION

I. In Mimeographed Form

This material is lent to teachers upon payment of postage, or is sold for five cents per item unless otherwise indicated. The numbering is continued from the January issue.

393. List of books useful to teachers of Greek, exclusive of texts and translations
394. Latin textbooks published in 1929; also announcements for the near future.
395. List of Caesar and Cicero pictures available in this country.
396. More suggestions for celebrating Vergil's birthday in High Schools.

II. Supplements

The 44 Supplements now in stock may be secured as single issues, price 10 cents as a rule. Titles are printed in the four Leaflets which contain a list of Service Bureau material available for circulation in October, 1929.

III. Bulletins

For titles of I-XIV, see previous issues of LATIN NOTES or Leaflets I-V.

XV. Vergilian Papers. Price 20 cents.

This bulletin has been prepared especially for adult readers, although certain papers are within the range of interest of high school seniors. It consists of inspirational articles which should appeal to the members of Vergilian Reading Circles.

XVI. Sight Passages for Training in Comprehension. Thirteen private schools in and around Philadelphia have selected passages from classical authors which (often with adaptation) are suitable for practice work on the part of pupils who are looking forward to examination in a "comprehension" test. The price has been set at 10 cents for single copies of this pamphlet and 5 cents if purchased in quantities for class use.

XVII. The Teaching of Vergil (in process of preparation).

XVIII. A Journey Through the Lower World—a Dramatization of Vergil's Sixth Book of the *Aeneid*. Prepared by CAROLINE FARQUHAR, High School, Wilmington, Ohio. Price 20 cents.